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8

A SURVEY OF THE QUALIFICATIONS OF READING SPECIALISTS
TEACHING IN GOVERNMENTAL SUPPORTED READING PROGRAMS
IN THE WASHINGTON STATE PUBLIC SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Derward Herbert Tozer

June 1967

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APPROVED FOR THE GRADUATE FACULTY

John E. Davis, COMMITTEE CHAIRMAN

Azella Taylor

Dohn A. Miller

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Although many colleges and universities offer courses leading to advanced degrees in reading, many of the public school positions in reading created by the availability of funds through Title I of Public law 89-10, are apparently being filled by teachers without an appreciable amount of college training in reading. Very little research has been done which attempts to assess the training and qualifications of these reading consultants and specialists and compare this factual information against established criteria for reading specialists.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to survey consultants involved in reading programs in the public schools in the state of Washington in an effort to obtain factual data on their level of preparation in reading. These consultants were also asked to indicate the training and qualifications they felt necessary for the positions they hold. An additional purpose was to obtain from research, criteria for the training of reading specialists.

Importance of the study. Professional competence has often been stressed as one of the important goals of education. In spite of this rather general recognition by educators for the necessity of certain standards, little has been done in the state of Washington to insure that minimum standards have been established for reading specialists. The problem has become more profound with the advent of federal aid to education. Prior to this time, the need for reading specialists was widely accepted but financially improbable for most districts. With the availability of governmental monies, more school districts within the state of Washington have created positions requiring the services of reading specialists. Thus it may be seen that there is a greater need than ever before for standards for the training, certification, and employment of reading specialists. The International Reading Association has very ably expressed this need:

Until recently, reading was considered to be a rather simple process which should be learned in the early grades. We have now come to recognize it as a more complex act that develops within an individual throughout years of formal schooling and adult life. As a result, the demand for trained personnel in reading at all levels has increased tremendously. With the demand high and the supply relatively short, the danger of unqualified persons attempting those tasks which only a trained reading specialist should undertake has become a very real one. One means of preventing such occurrences is by establishing minimum standards for the professional training of reading specialists. (4:PAM)

The writer is hopeful that this study will in some small way help to accomplish the goal of setting standards for reading specialists.

II. DEFINITIONS OF TERMS USED

Reading consultant. The title of reading consultant, for the purposes of this study, shall include all teachers or supervisors of reading except those who teach reading as part of a normal classroom teaching assignment.

Reading specialist. The title of reading specialist shall, for the purposes of this thesis, include only those reading consultants who meet or surpass the minimum requirements for reading specialists as determined in the review of the literature in Chapter II.

Federal programs. While it is true that there are many federal programs connected with education, for this study, the term "Federal programs" includes only those special grants of money from the national government which have been used to improve the reading programs of our public schools. Public law 89-10, Title I has been most instrumental in this respect.

Governmental support. For the purpose of this study, the term "governmental support" is meant to designate moni-

tary support from the federal government as the direct result of federal programs enacted by the Congress of the United States.

III. LIMITATIONS OF THE STUDY

There were several limitations to this study. The respondents to the questionnaire were limited to those reading personnel hired as the result of federal funds.

Another limitation was the lack of available literature pertaining to qualifications and training of reading specialists.

The use of a questionnaire was also a limitation in that a follow-up interview or discussion with the respondents to the questionnaire for the purpose of clarifying vague or ambiguous answers was not undertaken.

IV. THE RELATIONSHIP OF FEDERAL PROGRAMS TO THE PROBLEM

Upon investigation it was found that Titles I and II of Public Law 89-10 were largely responsible for the funds used to finance special reading programs in the state of Washington. Without this federal support, a substantial number of these reading programs would be either curtailed or dropped for want of funds. The problem upon which this study is based came about as the direct result of the avail-

ability of these federal funds. The major provisions of Public Law 89-10 (Titles I and II) and presented below:

TITLE I--EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES: For fiscal year 1966 authorizes approximately \$1.06 billion. Designed to encourage and support the establishment, expansion, and improvement of special programs, including the construction of school facilities where needed, to meet the special needs of educationally deprived children of low-income families. Public school districts are eligible for payments for programs designed to meet the special educational needs of children in school attendance areas having high concentrations of disadvantaged children. In these areas, the school district would design special educational services and arrangements, including those in which all children in need of such services could participate.

Local educational agencies are eligible for payments equal to one-half the average per pupil expenditure in that State multiplied by (a) the number of children (aged 5-17) in families having an annual income of less than \$2,000; and (b) the number of children in families receiving payments over \$2,000 under the program of Aid to Families with Dependent Children. For the second and third year Congress will determine the "low-income factor." Federal funds made available under this Title must be used essentially for improving the education of educationally deprived students. States and local educational effort must be maintained.

TITLE II--SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS: For fiscal year 1966 authorizes \$100 million. Provides for a 5-year program to make available for the use of school children school library resources and other printed and published instructional materials including textbooks. A State plan would provide for a method of making available materials for the use of all school children in the State. Title to all of these materials and control and administration of their use would be vested only in a public agency. Materials purchased with Federal funds would, when made available for use of students in nonpublic schools, be the same as those used or approved for use in the public schools of the State. (6:1-3)

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

The organization of the remainder of the thesis shall be as follows:

1. Chapter II will be a review of the literature and research on qualifications needed by reading specialists. From the literature, criteria for qualifications will be formulated for purposes of comparison with the respondents to the survey.
2. Chapter III will be concerned with the methods and procedures used in the survey.
3. In Chapter IV the data from the questionnaire will be presented and analyzed.
4. Chapter V will include conclusions and recommendations based on the findings of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Reading specialists must possess suitable qualifications if they are to work in remedial, clinical or consulting positions. Unqualified persons should not engage in these activities without direct supervision from one who is properly qualified. (4:PAM) On the basis of this statement from the International Reading Association, it was assumed that criteria for the qualifications and training of reading specialists needed to be reviewed in an attempt to establish appropriate guidelines for use in comparison with the qualifications of the respondents to the questionnaire.

For the purposes of this study the literature on qualifications were divided into three areas; personal, educational and professional.

I. LITERATURE ON QUALIFICATIONS OF READING SPECIALISTS

Personal qualifications. Personal qualifications have often given educators a difficult time although these qualifications are among the most important to the success of reading specialists. Probably the most important reason for the inability to readily define these personal qualifications stems from the fact that most of these qualities are

intangible. (1:17)

It is of interest to note that in a study of positions in the field of reading, Kathryn Dever found that the personal qualifications listed, very closely resemble those needed by teachers in general. (1:147) A portion of her questionnaire dealt with the personal qualifications that reading specialists felt necessary for their success. Of sixty-nine reading specialists, the social factor mentioned fifteen times was the ability to work with others. An understanding and interest in children was mentioned thirteen times. (1:56) In the same study, 105 special teachers of reading were also questioned as to the personal qualifications that were necessary for the success of a special reading teacher. Dever, in part, concluded:

The social ability considered a requisite by the greatest number of respondents was "a sympathetic understanding and love for children." Twenty-four teachers thought this quality significant for their work. Second in frequency of mention was the ability to work successfully with teachers, supervisors, parents, and children-named fourteen times. Regarded as important by nine teachers was interest in and enthusiasm for reading work, while two others specified desirable methods of discipline and the ability to organize. (1:56)

Donald D. Durrell listed a number of personal qualifications for reading specialists which he felt were important. The following constitutes a list of these personal qualifications.

He:

1. should possess a sound philosophy of education and be thoroughly familiar with the total instructional program at the elementary level.
2. must possess those personal qualities which will gain the professional respect of members of the teaching staff as well as the general public.
3. should be a well-adjusted individual and should have demonstrated considerable ability in past teaching assignments.
4. should have the faculty of adjusting to situations caused by many and varied interruptions.
5. must, by his past training and experience, have demonstrated a thorough knowledge of the reading program-both developmental and remedial-at the elementary level. (1:338)

Roy J. Newton, in writing on this topic, has chosen a number of qualifications, some of which differ from those listed by Durrell.

...it is obvious that the reading specialist should be a person who is kindly, sympathetic, patient, and above all, tactful. He must be able to exhibit confidence in working with boys and girls and be both dynamic and resourceful in relationships with adults. In this latter regard, the reading specialist needs to be well-equipped professionally with a sound philosophy of learning in general and reading in particular. Such a person should have knowledge of reading instruction and perspective sufficient to enable him to avoid fads in reading, and yet he should be able to experiment in areas where experimentation is desirable. (7:162)

Robert Karlin felt that on any list of criteria, high priority should be given to the ability to work well with students, colleagues and community. (5:266) He also lists a number of other important personal qualifications for the

reading specialist.

The reading consultant, if he is wise, consults as much as he teaches. He is a good listener, and he respects and applies the views of others. He is tactful, for the road he travels is lined with feelings of other people. He is enthusiastic and vigorous, kind and generous. He should possess those characteristics that each of us would seek in other teachers. (5:266)

Educational qualifications. Educational qualifications are very often used as the criteria for certification or hiring of reading specialists. While it is important for a reading specialist to be qualified educationally, the number of hours of schooling can only serve as an indication of whether the reading specialist has attained the knowledge that these hours are meant to signify. The variables are many and there are dangers associated with relying too heavily on college credit alone as the sole judge of competency in the field of reading. As Karlin has aptly stated:

Fulfillment of these requirements does not guarantee depth in reading. No list can do this. The real measure of competency is the degree to which the consultant can translate his knowledge into a dynamic force for improvement. (5:264) ,

Dr. Laverne Strong has suggested that the following criteria be used by superintendents and boards of education when they are considering the employment of a reading consultant:

Does the reading consultant have: A sound foundation in child growth and development? Specialized

training in developmental and remedial reading? A thorough knowledge of the tests and procedures needed to diagnose reading difficulty? Successful clinical experience in working individually with a retarded reader? A knowledge of the over-all total school curriculum with an understanding of the contribution of reading to it? Successful experience in classroom teaching? The ability to work well with an individual and/or groups of teachers? The ability to plan with and give specific teaching suggestions to teachers? A knowledge of resource materials in all curricular fields? A broad knowledge of children's literature? The ability to interpret the reading program to parents and to community groups? (9:133)

Durrell, writing on professional preparation of reading specialists, listed the following educational criteria: They:

1. must be eligible for certification by the State Department of Education as a Supervisor of Special Fields-Reading.
2. must have the master's degree, preferably work beyond, with specialization in the reading field.
3. must have academic training in the following areas:
 - a. Tests and measurements.
 - b. Psychological and physical factors in reading.
 - c. Child psychology
 - d. Study of school failures
 - e. Child development and guidance.
 - f. Reading clinic-including modern teaching aids to reading.
 - g. Courses in developmental and remedial reading.

4. Supervised training in a reading clinic.

(2:337)

The Professional Standards Committee for the International Reading Association (4:PAM) has set up minimum standards for the professional training of reading specialists. These standards are to be used as a guide by:

1. Teachers and administrators in identifying the reading specialist.
2. State and provincial departments of education in certifying specialists in reading.
3. Colleges and universities offering programs in reading.
4. Individuals planning to train reading specialists.

The International Reading Association has for several years been actively engaged in upgrading the reading profession. The following are the standards set forth by the Professional Standards Committee of the I.R.A.

- I. A minimum of three years of successful teaching and/or clinical experience.
- II. A Master's Degree with a major emphasis in reading or its equivalent of a Bachelor's Degree plus 30 graduate hours in reading and related areas as indicated below:
 - A. A minimum of 12 semester hours in graduate level reading courses with at least one course in each of the following:
 1. Foundations or survey of reading

A basic course whose content is related exclusively to reading

instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.

2. Diagnosis and correction of reading disabilities

The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.

3. Clinical or laboratory practicum in reading.

A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.

B. An additional minimum of 12 semester hours from the following courses:

1. Measurement and/or evaluation
2. Child and/or adolescent psychology or development
3. Personality and/or mental hygiene
4. Educational psychology
5. Literature for children and/or adolescents
6. Organization and supervision of reading programs
7. Research and the literature in reading.
8. Linguistics
9. Communications
10. Curriculum

C. The remainder of semester hours be obtained from additional courses under II A,

II B, and/or related areas such as:

1. Foundations of education
2. Guidance
3. Speech and hearing
4. Exceptional child (4:PAM)

Nila Banton Smith has stated some educational qualifications which are meant to guide reading specialists in their preparation. She believes that a reading specialist should have:

1. A foundation course in teaching reading at the elementary level.
2. A foundation course in teaching reading at the secondary level.
3. A reading laboratory course in diagnosis, both lecture and laboratory.
4. A reading laboratory course in correction which includes lecture, discussion and laboratory experience in correcting reading difficulties of one or more students individually.
5. Practicum in diagnosing and teaching a group. In this situation the student does laboratory work with a group rather than with an individual.
6. A recent course in educational psychology.
7. Supplemental courses
 - a. developmental psychology for the adolescent
 - b. individual mental testing
 - c. mental hygiene
 - d. personality development
 - e. measurement and evaluation
8. Additional courses
 - a. a research seminar which would make a thorough study of research in reading instruction.
 - b. problems in the organization and supervision of reading improvement programs.

- c. a course dealing with the role of the reading consultant or supervisor in working with others in a public school system.
- 9. Other supplemental courses to include at least one course in each of the following: high school curriculum, counseling, interviewing, the nature of language, literature of the high school student and exceptional children.
- 10. One or more courses in statistics and one course in research design (8:326)

Experience requirements. The number of years of teaching experience required before one becomes a reading specialist probably will never be fully agreed upon. Most authorities do, however, feel that some teaching or clinical reading experience is necessary to qualify an individual aspiring to become a reading specialist. Newton simply states, for example, that the qualifications for a reading specialist should consist of actual teaching experience. (7:161) Durrell is more explicit in his experience qualifications. He feels that a reading specialist should have the following qualifications:

- 1. Not less than five years of successful classroom teaching experience at the primary or intermediate level.
- 2. Some form of experience in teacher leadership activity such as supervision, college teaching, teacher workshop leadership.
- 3. Work in a reading clinic or some comparable experience. (2:337)

The International Reading Association favors a minimum of three years of successful teaching or clinical experience. (4:PAM)

Dever, in her study stated that most frequently classroom teaching was stated as a requirement. The number of years required of supervisory reading specialists varied from one to twenty years. In Dever's study many listed clinical experience in conjunction with teaching experience. There wasn't, however, an observable pattern to the responses to the question of classroom experience and many of the respondents failed to answer the question (1:57-58) A similar situation was experienced for other types of reading personnel answering the questionnaire.

Strong simply lists the question: Does the reading consultant have successful experience in the classroom? (9:133) She seems to be most interested in ascertaining that they have had classroom teaching experience. The number of years is left up to those responsible for certification and hiring of reading specialists.

II. LITERATURE ON STATE CERTIFICATION OF READING SPECIALISTS

State certification of reading specialists before 1960 was very limited. Before 1960, according to Newton, only six states; Connecticut, Delaware, Massachusetts, Oregon, Pennsylvania and Wisconsin issued certificates for both elementary and secondary reading specialists. (7:163)

Late in 1960 Carl Hagg, Danial Sayles and Donald Smith from the University of Michigan surveyed the State Department of Education of all 50 states of the United States. Of these, forty-six states responded. Of these responding, twelve states (26%) reported having had certification requirements for specialists in reading. The other thirty-four (74%) had no requirements listed at that time. (3:98)

As part of the research on the qualifications necessary for the reading specialist, state departments of the states listed by Newton (7:164) as having or contemplating certification were contacted in an effort to obtain specific certification requirements. Of the fifteen states contacted, thirteen responded. It was found that nine of these states required some type of certification. Two of the states, Connecticut and Pennsylvania, sent insufficient information, but according to Newton (7:164)

both of these states had certification prior to 1960. A compilation of the specific requirements for certification by states is listed below:

Arizona

READING SPECIALIST ENDORSEMENT

- a. A teaching certificate at the appropriate level.
- b. A minimum of three (3) years of successful experience teaching reading; however, approved clinical experience may be substituted for one of the three years of teaching experience.
- c. Completion of a Master's Degree or its equivalent with planned sequence of study with an emphasis in reading in an approved graduate program.

Delaware

READING CONSULTANT

1. Teaching certificate
2. Two years' successful teaching plus one year in a reading center or clinic.
3. Master's Degree or Master's equivalent.
4. Specialized Professional Preparation

All course areas specified in A 3 of Special Reading Teacher plus 2-3 semester hours in clinical analysis of reading retardation.

5. Minimum of 12 semester hours of graduate credits in psychology chosen from at least four of the following course areas:
 - a. Motivation and learning
 - b. Mental hygiene
 - c. Clinical psychology
 - d. Abnormal psychology
 - e. Advanced human growth and development

- f. Experimental psychology
- g. Educational psychology
- h. Psychometric testing
- i. Psychological seminar

6. One course in supervision

Indiana

ENDORSEMENT FOR READING SPECIALIST (REVISED)

1. Candidates for endorsement for Reading Specialist will meet the general requirements for the School Service Personnel Certificate Provisional.
2. The minimum program for endorsement for Reading Specialist is thirty semester hours of graduate credit in reading and related areas distributed as follows:
 - a. Twelve semester hours of reading from the following areas:
 - (1) A reading foundations course
 - (2) Diagnosis and correction of reading disabilities
 - (3) Clinical or laboratory practicum in reading
 - (4) Three semester hours elective in reading
 - b. Eighteen semester hours from the following areas always including areas (1) and (2):
 - (1) Measurement and evaluation
 - (2) Child and/or adolescent psychology
 - (3) Mental hygiene and/or personality development
 - (4) Curriculum
 - (5) Advanced educational psychology
 - (6) Individual aptitude testing
 - (7) The history and nature of the English literature
 - (8) Children's and/or adolescent literature
 - (9) Supervision of reading instruction
 - (10) The preparation of instructional materials

Massachusetts

SPECIAL SUBJECT TEACHER IN READING

Twelve semester hours in Education. Not less than 2 semester hours must be in supervised student teaching at the appropriate grade level. The remaining semester hours must include courses covering 2 or more of the following areas:

1. Educational Psychology, including Child or Adolescent Growth and Development
2. Philosophy of Education
3. Methods and Materials of Teaching Special Subject Field
4. Curriculum Development in the special subject field
5. Eighteen semester hours in the special subject field.

Minnesota

READING CONSULTANT. REQUIREMENTS

1. An elementary or secondary school teacher's certificate
2. A master's degree
3. Three years of teaching experience, including one year as a "reading" teacher
4. One course in each of the following areas:

Developmental reading, elementary and secondary
 Diagnosis and correction of reading difficulties
 Individual mental testing
 Practicum in analysis of reading difficulties
 Practicum in correction of reading difficulties
 Survey courses in exceptional children
 Administration and supervision of the reading program

5. Not less than three courses to be chosen from the following areas:

Language arts
 Educational research in reading or educational diagnosis
 Other learning difficulties, e.g. spelling, arithmetic

Mental hygiene and/or personality
 Advanced psychological testing
 Principles and procedures in guidance
 Other courses in special education
 Children's and/or adolescent literature

New Hampshire

SPECIAL TEACHER OF READING

ACADEMIC AND PROFESSIONAL REQUIREMENTS

A Special Reading Teacher shall have completed a four or five year teacher preparation curriculum in an approved post-secondary institution designed to prepare elementary and/or secondary teachers including six semester hours of credit in supervised student teaching.

The State Board of Education will also accept such programs completed at institutions accredited for such purposes by the National Council for Accreditation of Teacher Education (NCATE).

EXPERIENCE

Three years of acceptable teaching experience

SPECIAL COURSES

30 semester hours in the following courses:

	<u>semester hours required</u>
1. Psychology of Learning	3
2. Child Psychology	3
3. Adolescent Psychology	3
4. Language Arts	3
5. Methods of Teaching Reading	3
6. Diagnostic and Remedial Reading	3
7. Group and Individual Diagnostic Testing	3
8. Individual Counseling	3
9. Supervised Laboratory Work in Remedial Reading Clinic (14:PAM)	6

New Jersey

READING

THE ENDORSEMENT IN READING ON A TEACHER'S CERTIFICATE authorizes the teaching of reading in grades kindergarten through twelve. This endorsement is available to the holder of any New Jersey teacher's certificate who presents an approved master's degree program in reading from an accredited college.

Oregon

SPECIALIST NORMS

Extreme Learning Problems Exclusive of Mental Retardation

- a. Basic norm (four-year)
 - (1) Basic general elementary norm.
 - (2) Recommendation by the college or university in which the special education preparation was completed.
 - (3) 24 quarter hours of preparation in special education in a college or university approved by the State Board of Education to prepare special education teachers, such preparation to include:

Education of psychology of the exceptional child (a survey course) Intelligence testing (a clinical course)

Behavioral problems in children

Diagnostic and remedial techniques in basic school subjects (exclusive of reading)

Diagnostic and remedial techniques in reading (a clinical course)

An advanced course in reading instruction

Clinical practice in reading, some of which shall be in a supervised setting in the public schools

Wisconsin

REMEDIAL READING

A Wisconsin teacher's license based upon a degree is required. In addition 12 special semester credits must be obtained. Courses in remedial reading and in a remedial reading clinic are required. The remaining credits may be chosen from adolescent literature, children's literature, techniques of teaching the mentally handicapped. Three years of teaching experience are a pre-requisite to obtaining this license.

SUMMARY

Relatively little has been written on acceptable standards for reading specialists. Because of this lack of information, it is difficult to formulate criteria for their training or criteria for qualifications with which to compare the preparation and training of the respondents to the survey questionnaire.

Since there seemed to be no consistent criteria for the training and qualification of reading specialists which could be drawn from a review of the literature, the recommendations of the International Reading Association were used, in part, as the criteria to judge the appropriateness of the qualifications and training of the respondents to the questionnaire. The qualifications for

reading specialists as set up by the Professional Standards Committee of the I.R.A. are widely recognized and accepted.

It was not the intent of the writer to reject those qualifications set forth by other authors cited in the review of the literature. Many of the qualifications cited by these authorities are included in those set forth by the I.R.A.

The qualifications established by the I.R.A. include the areas of (1) ethical, (2) professional (educational) and (3) experience. A list of the educational qualifications and experience requirements is located on page twelve of this thesis. The I.R.A. does not list personal qualifications other than certain ethical considerations which were noted, at least in part, as personal in nature. An attempt was made to construct an acceptable list of criteria by which to judge personal qualifications of reading specialists. The following is a list of these criteria as taken from the literature:

1. A sympathetic understanding and love for children.
2. The ability to work well with parents, teachers and pupils.
3. The ability to adjust to a variety of situations.
4. A deep interest in reading, a sound philosophy of education and a familiarity with the total elementary curriculum.
5. The ability to lead.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to survey reading consultants in the public schools in the State of Washington in an effort to obtain factual data on their level of preparation in reading. Reading consultants were also asked to indicate the training and qualifications they felt necessary. The normative-survey was the method employed for obtaining this information.

Development of the questionnaire. A tentative questionnaire was drawn up and presented to the thesis committee. Suggestions for revision and clarification were made by the thesis committee. The final questionnaire was then completed and approved. A copy of the questionnaire is located in Appendix A.

The completed questionnaire was developed in several parts. This was necessary to get an overall picture of the preparation of the respondents. First, questions to determine background information were included in the questionnaire. Name of respondent, location of position, groups worked with, years in the classroom, etc. were asked in this area.

Next, several questions pertaining to the qualifications for the position in the respondent's district were included to get an idea of what different districts required. These requirements were broken down into personal, experiential and educational. A question asking respondents to list additional qualifications that they felt were needed for the position was also included to determine what qualifications respondents felt were important.

One of the most important questions for the purpose of study dealt with the extent of college training in reading and supporting subject matter areas. While course work in reading does not guarantee proficiency, it does give an indication of the respondent's level of preparation, or at least the breadth of exposure to the many facets of the discipline of reading.

An internship or training program has been cited by several authorities as being very beneficial in reading; therefore, respondents were asked if they had had an internship of any kind and if they could see a need for one.

A final group of questions dealt with professional organizations and professional reading. This part of the questionnaire was included because of the importance of professional organizations to the general growth of those associated with the reading profession. Professional

reading was included because it was seen as essential in keeping abreast of current trends and research in the teaching of reading.

Selection of the population. Since the study dealt with federally financed reading programs in the State of Washington, the sample population was drawn from this group of reading consultants. A list was obtained from the superintendent of Public Instruction identifying those districts which employed reading consultants through funds from federal programs. From this list, ninety-four districts were selected to participate on the basis of the program they were following and the probability that they may have hired reading consultants using federal funds. It was not feasible to obtain a list of individual reading consultants in eighty of these districts, nor could it be ascertained whether reading consultants were even employed in many of these districts due to the lack of information on the specific nature of the programs these districts were implementing.

Administration of the questionnaire. On November 15, 1966, a contact letter was sent to the superintendents of the eighty districts along with a cover letter to reading specialists. The contact letter asked these superintendents to forward cover letters and questionnaires to

their reading consultants. A self-addressed postcard was also included which was to be sent back to the writer if no reading consultants had been hired as the result of federal programs or if additional reading consultants were employed. A copy of the contact letter is located in Appendix B.

A cover letter to the reading consultant was included with a copy of the questionnaire explaining the questionnaire and its importance to the respondent. A copy of the cover letter can be found in Appendix C.

Follow-up. On December 15, 1966 a follow-up of the superintendents was initiated. It consisted of a postcard to the twenty-nine districts which had not responded, asking that they pass on the questionnaires to the reading consultants in their respective districts if they had not already done so.

A follow-up of the reading consultants that were contacted directly was conducted on December 23, 1966. The follow-up consisted of another copy of the questionnaire, a stamped, self-addressed envelope and a hand-written letter asking for the respondent's support. The letters and the material enclosed were timed to reach the respondents when they returned after the Christmas holidays.

Final analysis of response to the questionnaire.

The final date for the return of the questionnaire was set for January 15, 1967. This date was chosen because it was felt that ample time had been spent in collection of questionnaires. The total number of questionnaires sent out was 167 with ten districts notifying the writer that no reading consultants had been hired. The number of possible responses to the questionnaire, then, was reduced to 157. Of the eighty questionnaires sent through the superintendents, sixty-eight were completed and returned. A total of eighty-seven questionnaires were sent directly to reading consultants who filled out and returned sixty-two of these. A combined total of 120 questionnaires were filled out and returned out of a possible 157; a 76.4 per cent response.

Tabulation and analysis of the questionnaire. Each item on the questionnaire was tabulated on a "by-item" basis. The Findings were presented as follows: (1) the question itself, (2) the responses to the question tabulated for the most part in both number of respondents and per cent and (3) a discussion of the responses.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter was to present and discuss the data from the questionnaires sent to reading consultants in governmental supported reading programs in the Washington State public schools. The responses were analyzed and presented on a "by-item" basis.

Item one. Item one of the questionnaire requested the respondents to state the title or name of their present positions in reading. The results of the responses to item one are located in Table I.

TABLE I
TITLES FOR POSITIONS HELD IN READING

Title	Number of Responses	Per cent
Remedial reading teacher	56	46
Reading improvement teacher	15	12
Reading teacher	9	7
Reading consultant	6	5
Special reading teacher	5	4
Reading specialist	4	3
Reading laboratory instructor	3	2
Developmental reading teacher	2	1
Teacher	2	1
Coordinator Title I Reading Program	2	1
Reading director	2	1
Reading supervisor	2	1
Miscellaneous titles	10	9
No response	2	1

Respondents to item one listed twenty-three different titles for the positions held in reading. It could be assumed, however, from an analysis of these titles that most of these reading consultants were engaged in remedial instruction of one type or another. Less than ten per cent of the responses seemed to indicate supervisory roles in reading. It is important to note that of the 103 signed questionnaires, only nine (8 per cent) were submitted by men. Of these, four were in supervisory roles in the field of reading.

Item two. Item two asked reading consultants how much time they devoted to their work. The choices of responses were full time, from half time to full time, and less than half time.

A total of eighty-four respondents (70 per cent) indicated that they devoted full time to their reading work. The number of respondents devoting from half to full time was twenty-seven (22 per cent). Nine respondents (7 per cent) indicated that they spent less than half of their time in reading.

Item three. Respondents were asked to indicate the group or groups with which they worked. Choices were primary, intermediate, junior high and senior high or any

combination of the four. The results of the responses to item three are found in Table II on page

TABLE II.

GROUPS WITH WHICH RESPONDENTS WORKED

Level	Responses	Per cent
primary-intermediate	42	35
primary	15	12
intermediate	15	12
jr high	11	9
intermediate-jr high	11	9
primary-intermediate-jr high-sr high	8	6
primary-intermediate-jr high	7	6
jr high-sr high	4	3
intermediate-jr high-sr high	3	2
sr high	3	2
primary-intermediate-sr high	1	1

On the basis of the information reported in Table II, it appeared that the elementary schools in the state of Washington are responsible for the greatest number of reading positions, at least in governmental supported reading programs. A total of fifty-nine per cent of the reading consultants in the survey stated that they worked exclusively in elementary reading. Only fourteen per cent indicated that they did not work at least part time in the elementary school. The remainder of the respondents (27%) divided their time between the elementary, junior high and senior high school.

Item four. The purpose of item four was to find out how many years of teaching experience the respondents had before accepting the position of reading specialist. The results of item four are presented in Table III.

TABLE III

ANALYSIS OF YEARS OF CLASSROOM EXPERIENCE

Years	Number of respondents	Per cent
0-5	39	32
6-10	27	22
11-15	20	16
16-20	10	8
21-25	10	8
26-30	6	5
31-35	3	2
36-40	2	1
41-45	2	1
no response	1	

Table III shows that thirty-two per cent of the respondents had five or less years of classroom experience prior to accepting reading positions. Fifty-four per cent of the respondents had ten years of classroom experience or less. It is important to note that fourteen reading specialists (11 per cent) indicated that they had had less than three years of experience in the classroom. Five of the reading consultants had no classroom teaching experience.

Item five. Item five on the survey asked respondents to indicate the degrees that they held. Of the 120 responses to this question, ninety-nine (82 per cent) held B.A. or B.S. degrees. Sixteen (13 per cent) held M.A. degrees and three have M.S. degrees. Two do not yet have B.A. degrees.

Reading consultants were also asked to indicate which degree, if any, they were working toward. Thirty-four (28 per cent) of the respondents said that they were working toward M.A. degrees, two toward B.A. degrees, and thirty-four respondents (28 per cent) stated that they weren't working toward any degree. Fifty respondents (41 per cent) did not respond to this part of item five.

Item six. Respondents to the questionnaire were asked what their major fields were, both undergraduate and graduate. Undergraduate majors listed by respondents were notable mainly for their diversity. Thirty different majors or combinations of majors were listed by ninety-six respondents. Elementary education was listed by twenty-seven respondents (22 per cent); education by twelve respondents (10 per cent), and English or language arts accounted for the responses of twenty-eight (23 per cent) more respondents. The social sciences were indicated by eight (7 per cent) as being their undergraduate majors while four

respondents (3 per cent) listed the sciences. One respondent listed "dairy cows and sheep" as an undergraduate major. Some of the other responses included animal husbandry, physical education, music and business education.

Graduate majors, as indicated by the respondents to the questionnaire were also rather numerous. Education was listed by twenty-eight (23 per cent) as a major, while twenty-three (19 per cent) listed reading. English and language arts were indicated by eleven respondents (9 per cent) as graduate majors. Some of the other responses included four librarians, two special education majors, two psychologists, two geologists, and a math major. Of the remaining responses, social science accounted for two and administration for two responses. There were six other responses indicating a different major for each respondent, including one who listed "forty acres of fruit trees" as a graduate major.

Item seven. Respondents were asked to specify qualifications that were specifically required for their positions in reading. If none were required, they were to so indicate. Eighty-one reading consultants (67 per cent) specified that there were no specific requirements for their positions in reading. Thirty-nine respondents (33 per cent) stated that there were some requirements. These

requirements were broken down on the questionnaire into three parts; personal, experience and educational. Respondents were to list the district requirements for the position under each part.

These reading consultants indicating that personal requirements were a prerequisite to employment listed the ability to work with children and faculty eight times. A sympathetic understanding of the problems of disabled readers was indicated five times. The desire to help and create an interest in reading was listed three times. Patience and inventiveness was specified in two cases. Twenty of the thirty-nine listed no personal qualifications.

Successful teaching and reading experience was listed by twelve respondents as experience requirements for employment in their respective districts. Another requirement specified by eight respondents was several years in the classroom. Experience with slow learners, previous remedial work and three years of reading experience were each listed twice. No requirements were specified by eight of the thirty-nine respondents.

The educational requirement listed by nine respondents as a prerequisite to employment was special courses in reading. Graduate work, especially in reading or special education, was specified by eight as being required.

Four teachers listed the M.A. degree while eight listed a teaching certificate as required. Seven of the thirty-nine respondents listed no requirements.

A number of respondents listed their own personal qualifications in the three areas of item seven even though the question asked only for qualifications specifically required by their district for their positions in reading. Those respondents that did have qualifications which were required for their positions did not make this error.

Item eight. Respondents were asked, in item eight, what additional qualifications they felt should be required of reading specialists.

Fifty-one respondents (42 per cent) did not answer this question. Of those who did answer, six (5 per cent) stated that no additional qualifications were necessary. Ten (8 per cent) indicated that special and remedial courses should be required. An eagerness to pursue new knowledge and being adaptable were listed by seven respondents (6 per cent). Five respondents (4 per cent) felt that an M.A. and classroom experience should be required in addition to existing requirements. Special training in tests and measurements and teacher training in the primary grades were each listed four times. The ability to use audio-visual materials, child psychology and development,

state certificates in remedial reading, continuous in-service training, and a major or degree in reading were each listed twice as needed qualifications.

Thirteen other additional qualifications were listed, but only once by the respondents. Nine of these responses (7 per cent) dealt with recommendations for special course work or training. One respondent listed the ability to get along on a low salary as a qualification that should be required. Another respondent listed as a qualification that we "be able to see the student progress slowly."

The second part of item eight asked respondents what additional qualifications they personally felt a need for as reading specialists. Twenty-five (21 per cent) apparently could not think of any additional needs as they failed to answer the question. Five respondents (4 per cent) indicated that they didn't need any other qualifications. One of these felt that "twenty years of teaching experience were all of the qualifications that were necessary for the position." Of those that did feel a need for additional qualifications, ten listed more remedial training while eleven listed more psychology and tests and measurements. The need to keep abreast of the modern trends in reading was expressed as a need by nine respondents (7 per cent). Seven respondents (6 per cent) listed

clinical experience while more training with children with language disabilities was specified by five respondents (4 per cent) as a personal need. Guidance and counseling were indicated as needs by four while summer workshops, better preparation and training; experience on many levels; and the need for more patience, understanding, and encouragement was listed by three. More books and materials, methods in teaching reading, and speech therapy were each specified by two respondents.

Of the qualifications listed by respondents as needed for their present positions, those listed once included fourteen responses (11 per cent) which expressed a need for additional class work in some phase of their work. Other responses listed once included the need for a flexible, short, to-the-point guide for reading specialists; a personal need for district coordination; the need for an internship program; and cadet training.

Item nine. Item nine asked reading consultants to check the courses in reading that they had taken according to the level of the course, the number of hours in each course and whether they were quarter or semester hours. Respondents were also asked to check whether courses were graduate or undergraduate. Courses which were listed in semester hours were converted to quarter hours.

The number of quarter hours of reading taken by reading consultants are presented in Table IV.

TABLE IV

AN ANALYSIS OF THE NUMBER OF QUARTER HOURS OF READING
TAKEN BY QUESTIONNAIRE RESPONDENTS

Quarter hours	Number of respondents	Per cent.
0-5	15	12
6-10	17	14
11-15	18	15
16-20	12	10
21-25	14	12
26-30	6	5
31-35	6	5
36-40	6	5
41-45	3	2
46-50	1	1
51-55	1	1
No response	22	17

Of the ninety-eight respondents who indicated the number of hours of reading courses that they had taken, fifteen (12 per cent) stated that they had taken five quarter hours of training or less. Seventeen respondents (14 per cent) listed from six to ten hours, eighteen respondents (15 per cent) indicated that they had received from eleven to fifteen quarter hours of training while twelve respondents (10 per cent) listed from sixteen to

to twenty quarter hours. Fourteen respondents (12 per cent) had taken from twenty-one to twenty-five quarter hours of training. Twenty-three (18 per cent) had over twenty-five hours of training. Of these, three respondents had forty-five or more hours of reading course work. Twenty-one did not respond. Further analysis indicated that the average number of quarter hours of coursework in any given course, with the exception of clinical experience, the language arts and those listing "other reading courses," was less than five quarter hours for each respondent. This would probably indicate one course in each of the areas in which course work was taken.

Of the nine supervisory positions listed, as part of the ninety-eight respondents, one supervisor had eight quarter hours of course work while thirteen hours were listed by another. Eighteen quarter hours were listed as completed by still another. The remaining four supervisors each listed from twenty-one to twenty-five quarter hours of reading course work. One supervisor did not respond to this part of item nine.

The number of quarter hours of courses related to reading taken by individual reading consultants is presented in Table V located on page

Twenty-six of the ninety-eight respondents (22 per cent) to this part of item nine stated that they had

taken five or less quarter hours of related courses while thirty-seven (31 per cent) had taken six to ten quarter hours. Eleven to fifteen quarter hours of courses were taken by eleven respondents (9 per cent) while five respondents (4 per cent) had taken twenty-one to thirty quarter hours of related courses. One respondent had taken forty-seven quarter hours of related coursework. Twenty-two reading consultants (18 per cent) did not respond to this part of item nine.

TABLE V

AN ANALYSIS OF THE NUMBER OF QUARTER HOURS
OF RELATED COURSES TAKEN
BY QUESTIONNAIRE RESPONDENTS

Quarter hours	Number of Specialists	Per cent
0-5	26	22
6-10	37	31
11-15	19	16
16-20	11	9
21-25	3	2
26-30	2	2
46-50	1	1
No response	22	18

There were nine supervisors among the ninety-eight respondents to this part of item nine. Four of these

supervisors had taken five quarter hours or less of courses in areas related to reading while three more had from five to ten quarter hours. One respondent had had eleven quarter hours of coursework and one did not respond to this part of item nine.

Respondents indicated in item nine the number and type of hours that they had taken in each of the fourteen courses listed. From this, it was possible to tell in how many of the fourteen different courses, work had been completed. It was found that four respondents (3 per cent) had taken only one of the fourteen courses, seven (6 per cent) had taken two courses, five respondents (4 per cent) had taken three, and eight respondents (7 per cent) had taken four courses. Five different courses had been taken by sixteen respondents (13 per cent) while nine respondents had taken six of the fourteen. Twenty-one respondents (17 per cent) had taken coursework in seven of these courses while ten (8 per cent) had taken work in eight. Five respondents (4 per cent) indicated that they had taken one of the courses while ten (8 per cent) stated that they had ten of the fourteen. Two respondents had taken eleven of the courses while one indicated that coursework had been taken in twelve of the fourteen courses.

A "by-course" comparison of course work completed by the respondents for the fourteen courses listed in item nine of the questionnaire are presented in Figure 1 located on page 45.

Of the eleven courses in reading listed in item nine, only two had been taken by over 50 per cent of the respondents. These courses were remedial reading taken by sixty-four respondents (65 per cent) and developmental reading listed as taken by fifty-one (52 per cent). It is reasonable to assume that most of the ninety-eight respondents were remedial reading consultants, yet many of these people had not had a course in remedial reading. Furthermore, many of those respondents engaged in remedial reading work, including some who had taken course work in remedial reading apparently did not have an adequate background in developmental reading and may not have acquired the important reading skills taught in that course. One possible reason for the low number of respondents in developmental reading may be that reading in this area was included as a part of a language arts course. Usually in such a course, however, reading is covered in a rather superficial manner due to a lack of time.

Also indicated was apparent weakness in the area of reading readiness taken by twenty-five respondents (25 per cent) as compared to remedial reading. There is reason

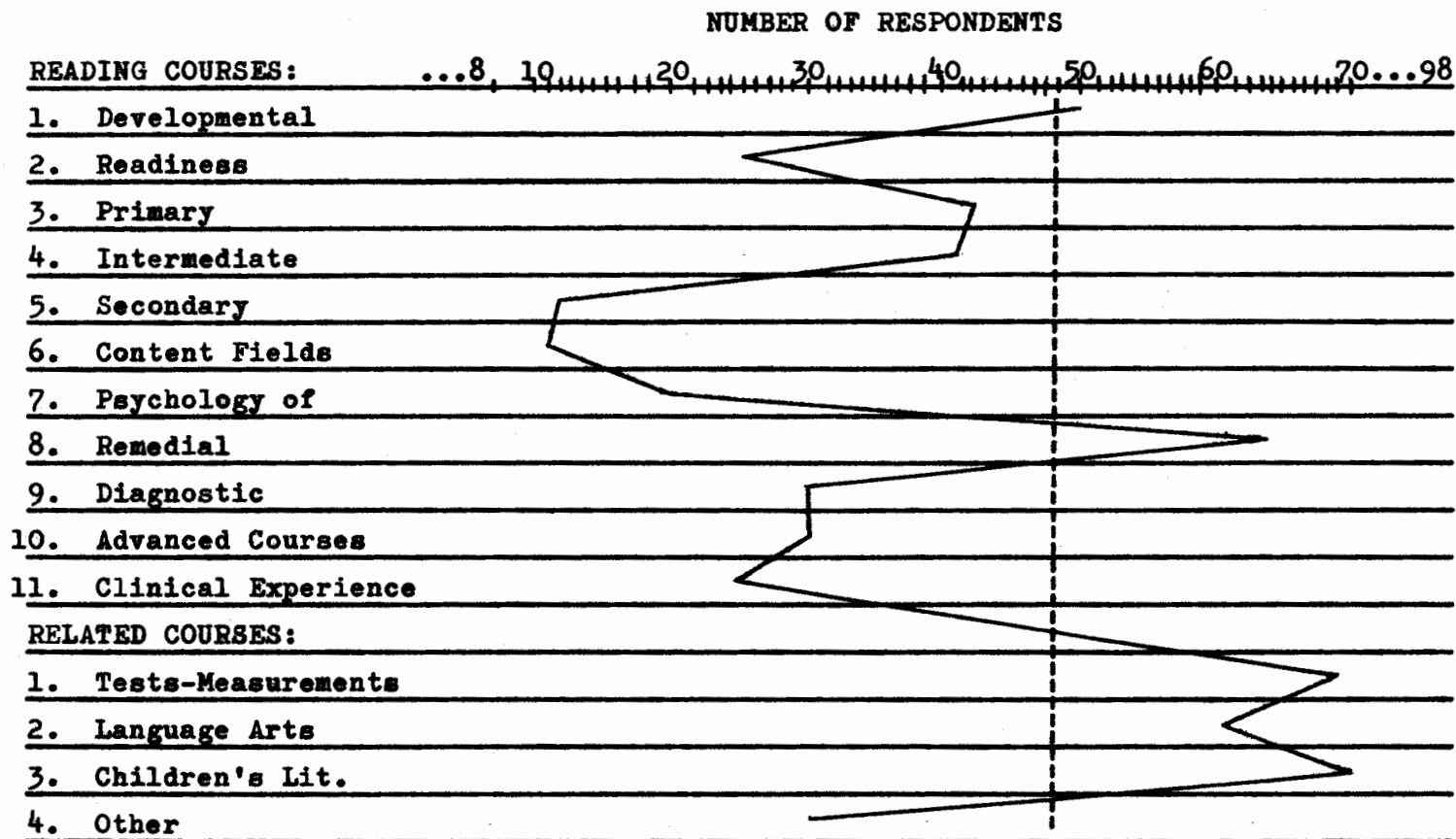


FIGURE 1
DEMOGRAPHIC DATA CONCERNING COURSE WORK
COMPLETED BY RESPONDENTS

to believe that many of those who have had training in remedial reading did so without a sufficient background in child development as it relates to reading as usually taught in reading readiness. Also noted as important was the apparent lack of training in primary and intermediate reading as compared to remedial reading. Course work was taken in primary reading by forty-three respondents (44 per cent) and intermediate reading by forty-one respondents (42 per cent). Some of those who have had training in remedial reading but not in the above mentioned courses may be deficient in knowledge of the sequence of skill development at the various grade levels. In addition, this could indicate weakness in current methods and techniques in the teaching of reading on the primary and/or intermediate levels.

It might also be noted that those who took remedial reading course work had very little training in reading in the content fields. This course was listed as taken by only eleven respondents (11 per cent). Those students who need remedial work in reading often have difficulty in all of the subject matter areas. One of the duties of the remedial reading teacher is to help students in their work in the content fields.

Secondary reading was listed as taken by twelve

respondents (12 per cent) even though forty-one (42 per cent) of respondents to item nine indicated that they worked in junior and senior high school programs either on a full-time or a part-time basis. In view of the fact that most of these respondents probably work as remedial reading consultants, it would seem that a course in secondary reading might be highly valuable in dealing with many of the problems found on that level, especially for those reading consultants who taught at the elementary level. The lack of this course coupled with the apparent lack of training in reading in the content fields presents a serious deficiency in reading for those reading consultants in the junior and senior high reading programs.

Those who had taken remedial reading were apparently without a great deal of training in diagnostic reading. Only thirty respondents (31 per cent) listed training in this area even though the successful treatment of remedial problems is often dependent on proper diagnostic techniques instigated by the remedialist.

Course work in tests and measurements was indicated by sixty-nine respondents (70 per cent) to item nine. It could be assumed that most of the respondents with training in this area have a basic knowledge of the diagnostic "tools" needed in reading. However, only thirty respondents (31 per

cent) to item nine indicated that they had taken course work in diagnostic reading. It could be assumed that even though many respondents are prepared to implement a testing program and present certain data on the basis of this program, few of them are trained to analyze this data and put into effect a program based on their analysis. The fact that a high percentage of the respondents to the questionnaire were probably remedial reading consultants only makes the apparent lack of diagnostic reading more serious.

Even though most of the authorities in chapter two agree that clinical experience is necessary in the training of reading specialists, Figure 1 located on page 45 shows that only twenty-five (25 per cent) of the respondents to item nine have had this training. It should be further noted that only twenty respondents (20 per cent) to item nine had taken training in the psychology of reading.

A "by-course" comparison of course work completed by the supervisors for the fourteen courses listed in item nine of the questionnaire are presented in Figure 2 located on page 49.

Of the eleven courses of reading listed in item nine, only three had been taken by over fifty per cent of

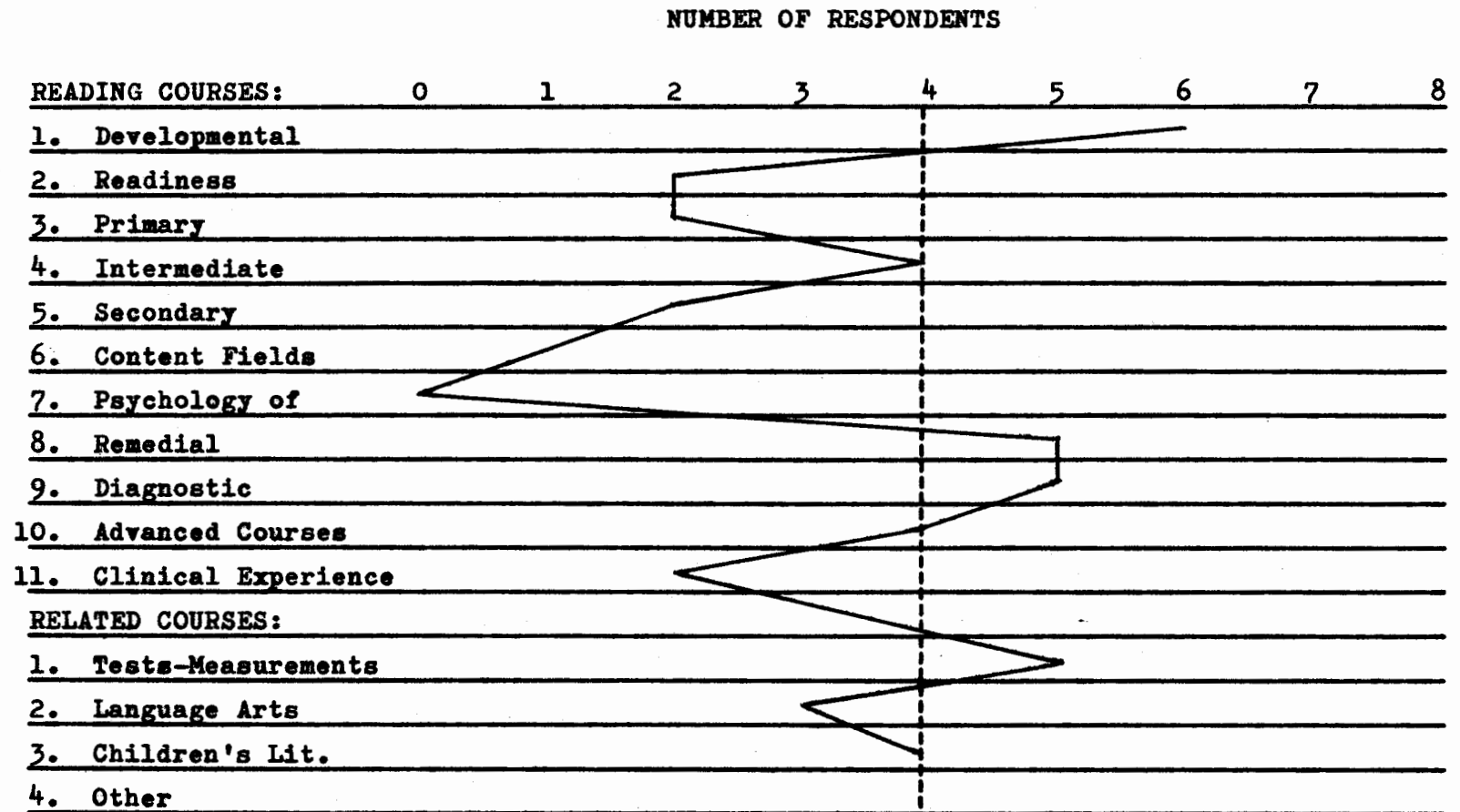


FIGURE 2

DEMOGRAPHIC DATA CONCERNING COURSE WORK

COMPLETED BY RESPONDENTS

the supervisory personnel. These courses were remedial and diagnostic reading each taken by five of the eight, and developmental reading taken by six of the eight supervisory personnel responding to item nine.

It is very likely that most of these supervisors are in some way connected with remedial reading programs, yet three of them have had no training in this area. It should also be noted that only two supervisors had had clinical experience which is of great importance in a remedial reading situation.

Even though six of the eight supervisors stated in item three that they were connected with a program of reading in the junior and/or senior high school, only two had taken training in secondary reading and only one stated that course work had been taken in reading in the content fields. It might be difficult to explain how a supervisor could be of any great assistance or exert leadership in these two areas where such a deficiency exists.

Primary reading was taken by two supervisors and intermediate reading was taken by four. Several of these respondents could very well be weak in the current techniques and methods in reading taught in these courses as well as in the sequence of developmental reading skills. Once again, the focus in reading seems to be on remedial

programs and a knowledge of current methods and techniques is very important in a remedial situation.

Five of the eight supervisors have had course work in diagnostic reading; however, a weakness in diagnostic techniques in several of the supervisors could prove to be serious in view of the nature of their work, particularly in a situation where the testing, diagnosis, and prognosis is done by the supervisor.

Five of the eight supervisors listed course work in tests and measurements. Of those who had not taken this course, several had not taken diagnostic reading either. A total lack in the training in a course in tests and measurements and diagnostic techniques could limit these supervisors' capacity to direct a testing or evaluation program from which sound remediation comes.

The supervisory personnel in the study show a number of deficiencies which could seriously handicap their leadership ability in reading. It would seem that a supervisor in reading would need some training in most of the reading and related areas listed in item nine even though there might not be the need for specialization in any one area of reading unless that area were in remedial reading.

One of the purposes of the survey was to develop, from the literature, criteria for minimum qualifications

and training of reading specialists. This factual information was to be used, in part, to assess the qualifications of respondents to the survey questionnaire.

It was found in reviewing the literature that relatively little had been written on acceptable standards for reading specialists. There also seemed to be no clearcut criteria that could be drawn from the literature for the training or assessment of the qualifications of respondents to the survey questionnaire. Thus, minimum standards, as set up by the I.R.A. (4:PAM), for professional training of reading specialists were used, in part, as a guide to assess the qualifications of respondents.

Due to the latitude of the courses listed as acceptable by the I.R.A. (4:PAM) for professional training, only parts I, II, and II A could be used as a definite guide with which to assess the qualifications and training of the respondents to item nine. Parts I, II, and II A are listed on page 12 of Chapter II.

On the basis of I listed above by the I.R.A. (4:PAM) it was found that experience requirements alone excluded thirteen (13 per cent) of the ninety-eight respondents to item nine of the questionnaire. The lack of one or more of the educational requirements, listed above in II and II A, excluded an additional seventy-four respondents. There were only eleven respondents who met

even part of the qualifications set up by the I.R.A.

(4:PAM), these being parts I, II and II A. Whether these respondents meet the additional qualifications expressed in parts II B and C as listed on page thirteen of Chapter II was unknown due to insufficient data in item nine of the questionnaire.

Of the nine supervisory personnel, eight listed course work in reading and related areas. From this information, it was possible to assess their qualifications separately using the same criteria that was used for the ninety-eight respondents to item nine of which they were a part. It was found that of the eight supervisory personnel responding to item nine, all but two were deficient in one or more areas listed in II and II A of the minimum standards for professional training of reading specialists. While it was not certain what the duties of these respondents were, the titles listed by them under item one of the questionnaire seemed to indicate that they were supervising program of reading and in many cases had reading specialists under them. Apparently several of these supervisors were chosen for reasons other than educational experience.

Item ten. Reading consultants were asked which course, listed in item nine, was most valuable to them.

Remedial reading was specified as the course most valuable to thirty-one respondents. Clinical experience and "all of the courses" were each listed nine times while primary reading was included by six as most valuable . Of greatest value to five respondents were general reading courses. Tests and measurements, workshops and diagnostic reading were each listed four times as most valuable by respondents. Children's literature was listed three times while individual reading instruction, techniques of teaching reading, and intermediate reading were each specified by two respondents as most valuable. Listed once were audio-visual techniques in reading, personal research, language arts, studies and problems in reading, intermediate reading, secondary reading and literature, research course, psychology of adjustment, studies and problems in reading, reading practicum, emotional problems of children, reading, literature, guidance, psychology of reading, methods of research, reading readiness, language arts for the slow learner, retarded children, exceptional children, internship and developmental reading.

Remedial reading probably was chosen as most valuable by a greater number of respondents because of the high percentage of remedial reading consultants in the study. Clinical experience was listed by nine as the course most

valuable to them. It might be of interest to note that nine also listed clinical experience as the type of internship or training program they participated in (Item eleven).

The second part of item ten asked respondents why the course they had listed was most valuable to them. Six of thirty-one who specified remedial reading as most valuable indicated that they had no specific reasons for their choice. Four stated that it was their most recent course and was of great importance in understanding the problems and dealing with different situations. Four respondents also felt that the course helped them to put theories to practical use under supervision. Working with students with problems was listed by three while three other respondents felt that the course was valuable because it was practical and covered the areas that they were interested in. A good instructor and an interesting area was listed two times. Two respondents stated that the course gave more information on the needs of children and how to fulfill these needs. The fact that the course was most valuable because it was a workshop was listed by two respondents also. Five other responses were each listed once.

Clinical experience was listed by nine respondents as the most valuable course. Four reasoned that the value

of the course was in the specific experiences gained and the chance to apply theory while four others stated that there were no specific reasons for their choice. One indicated that the course was most valuable because remedial children were taught under guidance.

Of those nine respondents who listed "all of the courses" as being most valuable, eight were of the opinion that all of the courses that they had taken were equally valuable depending on the situation. The other respondent stated that all of the courses helped to evaluate reading problems.

The reasons for listing the other most valuable courses were diverse. No one reason given by respondents to item eleven could be singled out as dominant. The only response listed more than once being "no special reason."

Item eleven. Item eleven asked reading consultants if they had participated in any type of internship or training program, either on the job or in college before taking their first reading assignment. Of the 120 reading consultants surveyed, seventy-six (63 per cent) had not participated in any internship or training programs or failed to respond to the question while forty-four (36 per cent) stated that they had had some type of training.

Those people who had received training were asked to indicate the extent of this training. Workshop training

and tutoring students in conjunction with workshop training was listed thirteen times. Nine respondents indicated that they had had some type of college clinical experience while six specified in-service training. Student teaching of an undefined nature was listed by five respondents to the questionnaire while three respondents stated that they had tutored students under college supervision. Other types of training programs listed, each by two respondents, were study and observation of classes under the guidance of a reading specialist, student teaching in a reading situation, and classroom observation. Correspondence courses in remedial reading, a special education credential, tutoring students after school and in the summer, and teaching a class of slow learners were each listed once. Testing and setting up programs for small groups of students, discussing problems in a group situation and visiting several reading laboratories in the state were each listed once also. One respondent took part in a pilot study in individualized reading.

There is some doubt whether several of the above responses qualify as either internship or training programs even though they may have been valuable to those respondents who submitted them. Student teaching in a normal classroom situation might be included for those

who participated on the elementary level, but tutoring students after school and in the summer and teaching a class of slow learners probably wouldn't qualify unless there was a definite training program and supervision in conjunction with these activities. The same might hold true for testing and setting up of programs for small groups of students. The writer is aware, however, that learning does take place in many ways.

One might also question what seems to be an inconsistency in the responses to item eleven by the respondents. While only nine respondents indicated that they had had clinical experience before taking their first reading positions, twenty-five indicated in item nine that they had had clinical experience. This, however, is not an incongruency because these teachers may have taken this training after accepting their reading positions or may not have responded to the question.

Item twelve. Reading consultants were asked if they could see a need for an internship program in item twelve. Of the 120 respondents, one hundred and eight (90 per cent) did feel a need for some type of internship program. Several consultants included qualifying remarks. Two felt that the internship program would be necessary only for inexperienced teachers. Another felt

that only remedial reading specialists needed this training. One respondent indicated "that it depended upon the program."

Seven respondents (6 per cent) did not favor an internship program. One of these respondents felt that an internship was only necessary for a remedial teacher while another said that "successful experience was the most valuable of all."

Item thirteen. Item thirteen asked respondents to which professional organizations they belonged. Fifty-one respondents (43 per cent) reported that they belonged to the I.R.A., ninety-two (76 per cent) indicated that they belonged to W.O.R.D. and nine belonged to A.C.E. Other organizations, of which several respondents were members, were R.E.A.D., Council for Exceptional Children, A.S.C.D., and South King County Reading Association.

Item fourteen. Respondents were asked if they subscribed to any reading journals. Fifty-two (43 per cent) stated that they had while sixty-eight (56 per cent) either did not or failed to respond to the question.

In response to the second part of item fourteen which asked if these magazines were available through their schools, seventy-six (63 per cent) indicated that

they were. Forty-four (37 per cent) stated that they were not available or didn't respond to the question.

The final part of item fourteen asked respondents to give the names of the reading journals to which they subscribed. Respondents listed sixteen magazines. Some do not deal primarily with reading but do contain periodic articles of interest to reading specialists. Others, it is likely, were misnamed or have very limited circulations. The following is a summary of these magazines:

Reading Teacher had thirty-nine subscribers, The Journal of Reading had ten and Elementary English eight subscribers. Three respondents reported subscribing to a magazine entitled Read. Three also subscribed to I.R.A. Reading. Childhood Education was mentioned by two respondents. Other magazines each mentioned once were Grade Teacher, Instructor, Journal of Developmental Reading, N.R.A., Education Digest, Research Bulletin, Exceptional Children, Harvard Educational Review, English Journal and Reading Research Quarterly.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In an effort to summarize the findings of this study, a hypothetical average reading consultant was developed on the basis of the average responses to the questionnaire. The average reading consultant, based on this study, was probably a woman employed in a full-time remedial reading position in the primary and intermediate grades. This teacher had taught for twelve years prior to becoming a reading consultant. She holds a B.A. degree and is probably not working for any other degree. Her undergraduate and graduate majors are most likely in education. There were probably no requirements for employment in her position in reading. This remedial reading consultant has had eighteen hours of course work in reading and nine hours in related areas. She has taken course work in seven of the fourteen courses listed in item nine of Chapter IV. The courses that she has most likely taken are primary, intermediate, remedial and developmental reading, tests and measurements, language arts, and children's literature. She has taken an average of 4.5 quarter hours in each of these course areas. She felt that remedial reading was her most valuable course. She almost certainly did not have an

internship but did feel a need for one. She likely did not belong to the I.R.A. She did, however, probably belong to W.O.R.D. She probably did not subscribe to any reading journals but they likely were available in her school.

I. CONCLUSIONS

On the basis of the evidence reported in Chapter IV of this study, the following conclusions may be drawn. These conclusions are presented on a "by item" basis.

Item one. Titles ranging from "Reading Reenforcement Teacher" to "Coordinator: Title One Reading Program" were found in item one. It was concluded from the diversity of titles reported for positions in the field of reading that no system for classifications of titles exists. It was often difficult to assume the nature of the work from the titles listed. From an analysis of these titles, however, it was also concluded that most of the respondents were engaged in remedial reading.

Item two. From the responses to item two of survey questionnaire, it was concluded that many of the respondents (70 per cent) are engaged in reading on a full-time basis. Most of the other respondents (22 per cent) spend at least half of their time in reading work.

Item three. It was concluded that as far as government supported reading programs are concerned, elementary schools, when compared to junior and senior high schools in the State of Washington, are responsible for the greatest number of reading positions. It may further be concluded that the thirty respondents (24 per cent) who divide their time between the elementary, junior high and senior high schools may lack adequate time for preparation and coordination of their reading programs, especially when many of them appear to not be well trained in reading on the secondary level.

Item four. On the basis of an analysis of item four, it was concluded that some of the respondents have not had adequate classroom teaching experience, particularly when compared to the standards set by the I.R.A. On the other hand, it was concluded that several respondents seem to be overemphasizing the importance of this experience. One went so far as to state that classroom experience was all that was needed. It should be pointed out that the number of years in the classroom are not as important as the learning that takes place in the teaching situation. It is conceivable that one teacher might have twenty years' experience while another teacher might have one year's experience twenty times.

It is only in the absence of a more practical device to measure this learning that a set number of years are required in the classroom.

Item five. Ninety-nine (82 per cent) of the respondents to the questionnaire stated that they held B.A. or B.S. degrees. A number of these respondents, however, have had considerable post-graduate course work in reading. Thirty-four (28 per cent) of the respondents were working toward an M.A. degree. From this data and from other comments to the questionnaire, it was concluded that many of these specialists are taking further course work in reading in an attempt to eliminate some of the obvious gaps in their previous training.

Item six. A diversity of undergraduate and graduate majors were presented by the respondents to item six. It was concluded that the main reasons for the diversity of majors, especially at the graduate level, was due, at least in part, to: (1) the State Department of Education's requirement that all teachers must have an academic major; (2) the recency of federal financed reading programs; and (3) lack of programs in the past at the college level designed to train reading

specialists. For the above reasons, it was concluded that a shortage of qualified reading specialists exists which is being filled by personnel from areas other than reading. These people generally have had some training in reading but are not usually fully trained reading specialists.

Item seven. Of the respondents to item seven, eighty-one (67 per cent) stated that there were no specific qualifications required for their positions in reading. It was concluded that few districts in the State of Washington have specific requirements for employment of reading specialists. It was also concluded that where requirements are specified as a prerequisite to employment, they tend to be rather vague and incomplete when compared to the minimum professional standards set up by the I.R.A. While some districts seem to recognize the need for course work in reading, almost none of the respondents listed specific courses in reading or even broad areas of study within the field of reading as minimum qualifications for their positions. It was evident that the experience requirements and educational qualifications for employment of reading specialists as reported by respondents to the survey were almost without direction. It was concluded that there are few, if any,

written standards within the districts of the State of Washington which might serve as guidelines for training or employment of reading specialists.

It was further concluded that personal qualifications listed by respondents seemed to more closely resemble those presented by the authorities cited in the review of the literature. Even so, specialists failed to consistently list some important traits; such as, leadership, and the ability to adjust to a variety of situations.

Item eight. The respondents, in item eight, were asked what additional qualifications they felt should be required for reading specialists. It was concluded that the lack of a listing of additional district qualifications that these respondents might personally feel were needed in the face of a condition of almost no specific district qualifications is indeed appalling in view of the complex nature of the reading processes.

It was also concluded that those who did state a need for further qualifications listed, most often, the need for course work in remedial reading, mainly because most of them found immediate application for the information garnered in this course.

A part of item eight asked respondents what additional qualifications they personally felt a need for.

Twenty-five (21 per cent) of the respondents apparently couldn't think of any additional qualifications because they failed to respond to the question. Five respondents stated that they did not feel a need for any other personal qualifications in reading. Of those who did express certain needed qualifications in reading, additional course work in some phase of their reading work was listed most often. Many conclusions could be drawn from the responses to this part of item eight, some not unlike those drawn for the first part of the question.

The "head in the sand attitude" exhibited by a number of the respondents to item eight is dangerous to the continued growth of the reading profession in the State of Washington. The needs of a competent reading specialist in a discipline as complex as reading are many.

There are, however, signs of "health" within the profession. It would be grossly unfair not to mention those few respondents who expressed a need for more competence in reading and the areas related to reading.

Item nine. If educational qualifications are considered as an important indication of professional competence in reading then several conclusions could be drawn from an analysis of the educational qualifications presented by respondents to item nine.

When compared to the qualifications set up by the I.R.A. it was concluded that only eleven of the ninety-eight respondents to item nine were found to be qualified as reading specialists. When one considers that this comparison was made on the basis of only twelve of the thirty semester hours required by the I.R.A. as an equivalent to the Master's Degree in reading, some of the implications of this apparent lack of training become evident. It was concluded that the majority of the respondents to this questionnaire were probably not adequately trained to qualify as reading specialists.

Remedial reading, it is reasonable to assume, is the area of reading in which most of the respondents are employed. Yet thirty-eight (35 per cent) had not taken course work in this area. On this basis it was concluded that a number of the respondents were possibly deficient in their background in remedial reading.

Clinical experience had been taken by twenty-five (25 per cent) of the respondents to item nine. In view of the importance of this experience, it was concluded that this is possibly one of the more deficient areas noted in the educational background of the respondents.

Course work in tests and measurements was indicated by sixty-nine respondents (70 per cent) to item nine. It

could be assumed that most of the reading consultants with training in this area have a basic knowledge of the diagnostic "tools" needed in reading. However, only thirty respondents (31 per cent) to item nine indicated that they had taken course work in diagnostic reading. It was concluded that even though many respondents are prepared on the basis of a course in tests and measurements to implement a testing program, some of them are possibly not trained to analyze this data fully and put into effect a program based on their analysis.

It was concluded that the lack of secondary reading coupled with the apparent lack of training in reading in the content fields may present a serious deficiency in reading for those reading consultants in the junior and senior high reading programs.

A possible lack of awareness of the relationships between courses in reading was characterized by those who had taken tests and measurements but who had failed to take diagnostic reading or by those who had taken several courses in remedial reading without taking any of the foundation courses in reading such as developmental reading, primary reading, or the psychology of reading. On this basis it was concluded that many of the respondents may not be fully aware of the relationships between certain courses in reading or between reading and related

areas. It was further concluded that more care needs to be taken in selection of course work in reading and in areas related to reading in the training of reading specialists.

As part of item nine, educational qualifications of those who seemed to indicate that they worked in supervisory positions in the field of reading were evaluated. It was concluded that weaknesses very similar to the other respondents to item nine possibly existed. In comparing the educational qualifications of supervisory personnel to the minimum professional standards set up by the I.R.A., it was concluded that only two of the eight supervisors were qualified on the basis of the first twelve semester hours listed. It would seem that a supervisor in reading would need some training in most of the reading and related areas listed in item nine even though there might not be the need for specialization in any one area of reading unless that area were in remedial reading. It was concluded that supervisory personnel show a number of course work deficiencies which might tend to handicap their leadership ability in reading. It was further concluded that several of these supervisors were possibly chosen for their positions for reasons other than their preparation in reading.

Item ten. It was concluded that respondents to item ten listed remedial reading as most valuable mainly because most of them found the course useful in the situation in which they work. It was also concluded that clinical experience was a very valuable and rewarding experience for those who took it. An inverse conclusion was also drawn in that those respondents who had not had clinical experience possibly did not see the value of such work.

Item eleven. Forty-four (36 per cent) of the respondents stated that they had taken some type of internship or training program. Of these respondents, several listed internship or training programs which would not qualify as such. It was concluded that these respondents were not fully aware of what might constitute an acceptable program of training.

Item twelve. One hundred and eight respondents (90 per cent) to item eight stated that they could see a need for an internship program for reading specialists. It was concluded that part of the reason for the positive response is indicative of the fact that many of these respondents were working in remedial situations. It might also be indicative of the problems found in a remedial

situation and the need that these people felt for training under the guidance of a qualified reading specialist. It can be concluded that the respondents did feel a need for some form of intern training.

Item thirteen. It was concluded that respondents are closely associated with and interested in an organized professional reading association. However, they appear to be more closely associated with the state organization than the national association.

Item fourteen. From an analysis of item fourteen, it was concluded that reading journals are available to most of those respondents who wish to read them, either through the schools or by personal subscription. There was, however, some doubt whether a few of the respondents were too familiar with the journals because several of the journals listed were either misnamed or had very limited circulations.

II. RECOMMENDATIONS

Based on the conclusions drawn from this study, the following recommendations are made.

Recommendations for colleges and universities.

It is recommended that colleges and universities in the State of Washington which do not have graduate programs of reading, establish programs of training in reading which meet or surpass the standards for professional preparation set up by the I.R.A. Those colleges and universities which now have programs of a limited nature should strengthen these programs to include a Master's Degree in reading.

Recommendations for State Department of Education.

It is recommended that certification requirements for reading specialists be instituted in the State of Washington. These requirements should be comparable to the professional standards for reading specialists set up by the I.R.A.

It is recommended that a system of classification of titles for reading positions be instituted on a statewide basis.

Recommendations for local school districts. It is recommended that qualifications for employment of

reading specialists on the district level be available in written form listing at least the educational and experience requirements for the positions.

It is recommended that districts hire only those reading specialists who meet the qualifications set up by the district or state.

It is recommended that district supervisors and coordinators of reading programs be qualified reading specialists.

It is recommended that all schools subscribe to reading journals and related magazines for the benefit of all personnel.

It is recommended that districts employ reading specialists preferably for one level and no more than two levels of instruction. It is further recommended that reading specialists should not divide their time between elementary and junior high or secondary levels but rather concentrate either at the primary and/or intermediate levels or at the junior high and/or senior high levels.

It is recommended that course work in the following areas of reading and related subjects be required of all reading personnel teaching remedial reading in the State of Washington.

1. Developmental reading

2. Psychology of reading
3. One of the following courses in reading:
 - a. primary reading
 - b. intermediate reading
 - c. secondary reading
 - d. reading readiness
4. Remedial reading
5. Clinical experience or internship program
6. Diagnostic reading
7. Tests and measurements
8. Secondary reading (for remedial specialists in junior and senior high programs)

Recommendations for teachers of reading. It is recommended that:

1. at least three years of classroom teaching experience be required for all reading specialists in the State of Washington.
2. educational and instructional goals and objectives pursuant to reading be formulated and/or reviewed by reading personnel in an effort to become more effective in their work in reading.
3. further training be sought by teachers of reading in an effort to meet or surpass the professional qualifications as set up by the I.R.A.

4. efforts be made to associate the reading specialists more closely to the professional reading organizations.

Recommendations for further research. There is a need for a study of the types of pupils that are being accepted for remediation in the schools of the State of Washington.

There is need for a study of the job descriptions of reading teachers in the State of Washington

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APPENDIX A

QUESTIONNAIRE TO READING SPECIALISTS

FOREWARD: The questions included herein are of great importance to reading specialists. Please feel free to express yourself with the assurance of complete anonymity, guaranteed by the author.

1. Title of your present position _____
Name of school _____
Location _____
2. Do you devote to your reading work:
full time? _____
from half to full time? _____
less than half time? _____
3. With which group or groups do you work?
primary _____ intermediate _____
jr. high _____ sr. high _____
4. How many years of teaching experience in the classroom did you have before you took this position? _____ years.
5. What degrees do you hold (please check)
B.A. _____ B.S. _____ M.A. _____ M.S. _____ Ed.D. _____ Ph.D. _____
For what degree, if any, are you presently working? _____
6. What is your major field? Undergraduate _____
Graduate _____
7. What qualifications are specified as required for your present position?
If none are specifically required, check here _____.
Personal Qualifications: _____

Experience: _____
Educational: _____

8. What additional qualifications, if any, do you think should be required?

What additional qualifications, if any, do you feel the need for in your present position? _____

9. Check the courses in reading according to level, hours and type of hours that you have had.

COURSE	LEVEL (check)		HOURS (circle)		TYPE (check)
	Under grad.	Grad.	Number	Qtr. Hrs.	Sem. Hrs.
Developmental Reading			123456		
Reading Readiness			123456		
Primary Reading			123456		
Intermediate Reading			123456		
Secondary Reading			123456		
Reading in Content Fields			123456		
Psychology of Reading			123456		
Remedial Reading			123456		
Diagnostic Reading			123456		
Tests & Measurements			123456		
Advanced Course in Reading			123456		
Language Arts			123456		
Children's Lit.			123456		
Clinical Experience			123456		
			123456		
			123456		

10. Which course was most valuable to you? Why? _____
11. Did you participate in any type of internship or training program either on the job or college before taking your first reading assignment?
Yes _____ No _____ If you answered yes, indicate the extent of your internship training program. _____
12. Do you see any need for an internship program for reading specialists?
Yes _____ No _____
13. What professional reading organizations do you belong to:
I.R.A. _____ W.O.R.D. _____ Others _____
14. Do you subscribe to any reading journals? Yes _____ No _____
If so, please name them. _____
- Are they available to you through your school? Yes _____ No _____
- Do you wish a copy of the results of the study? Yes _____ No _____

Signature (optional) _____

APPENDIX B

Rt. #2 Box 127
Ellensburg, Washington
Nov. 12, 1966

TO: Superintendent of Schools
RE: Questionnaire to Reading Specialists

I have been informed by the State Department of Education that your district is participating in a federal financed reading project. The attached questionnaire is being sent out to districts where reading personnel may have been hired as a result of this federal support. The questionnaire is intended for these reading specialists regardless of their prior training or the type of reading program they are involved in.

I would appreciate it if you would forward the questionnaire to your reading specialist at your earliest convenience. If more than one reading specialist is employed in your district or if there are no reading specialists connected with your district's federal reading program, please indicate on the enclosed postcard and return to me.

Your cooperation is badly needed to insure the success of this study.

Thank you.

Sincerely,

Derward H. Tozer

rlr

APPENDIX C

Rt. #2 Box 127
Ellensburg, Wash.
November 12, 1966

Dear Reading Specialist:

There is a definite lack of information in the field of reading on the training and qualifications that should be required for reading specialists in the state of Washington. Even though this all-important position isn't new, it has heretofore been limited due to the lack of funds in our schools. Now that these funds are available through federal programs and many reading programs have been implemented, information assessing the training, qualifications, and attitudes of our specialists is badly needed.

You, as a reading specialist, can help in this task. This study is only a beginning in an effort to upgrade the position of reading specialists in the state of Washington. Your responses to the attached questionnaire will be of inestimable value to me in the completion of this project.

This questionnaire is being done as part of a thesis for the masters degree. The contents are of great concern to both myself and professors in the field of reading here at Central Washington State College and the State Department of Education which has asked that the results be made available to them.

The contents of this questionnaire are strictly confidential. Please feel free to express yourself with confidence. Your signature is not mandatory. I would appreciate it if you would fill this questionnaire out at your earliest convenience and return it to me. Thank you for your help.

Sincerely,

Derward H. Tozer

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